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TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA
EXTRANJERA, MODALIDAD EN LÍNEA**

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Specialization in English Language Learning and Teaching

(EEALE)

**DEVELOPING COMMUNICATION SKILLS IN THE
CLASSROOM THROUGH THE MUSIC**

FINAL PROJECT

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INTRODUCTION

“...Language is a complex object that serves not only communicative but also cognitive and reflection purposes, whereby an individual comprehends the world and integrates him/herself into society”

Teaching language is one of the most interesting profession, English language is now an excellent tool to access to the knowledge, English is a lingua franca , which can help to communicate many experiences in the life.

Learning English as a foreign language is a complex process and requires many elements, one of them is the teacher, who is the mediator or guide in this teaching practice.

As teacher, this specialization gives me the opportunity to access to the knowledge in teaching practices, which are involved to the theories, methods, approaches.

This specialization gives me to analyze and reflect my English classes through many theories and provide me strategies in this complex process of learning.

This paper analyzes my teaching practice in a public high school.

During this project the students were learning Second Conditionals in unreal situations (hypothetical situations) using different strategies and theories for English language

Teaching practice should be permeated by an oriented practice considering theories for English language, Communicative approaches and Experiential Learning Approach support this teaching practice. Other components, and hypothesis are considered in this project.

Communicative Language teaching provided to the students the opportunity to be aware of the strengths and weaknesses, in this situation the most important was to communicate messages, but the students needed to acquire meanings and linguistic form, taking account that writing skill is not only structures and linguistic aspects. Experiential Learning related in two dimensions was necessary, horizontal and vertical stages, prehension, reflection and experimentation provided to the students a meaning learning of integrated skills. Communicative approach was possible and related to Experiential Learning.

Comprehensible Input was one of the most important elements to access to the complex process of learning and it was considered in the warm up of the lesson plan of this project.

The students and teacher developed strategies of learning and teaching to understand structures and meaning of the communicative tasks. The methods and techniques according to Communicative approach emphasized the teacher's role and the student's role. Teacher and teaching practice reflected these roles in the classroom. As a teacher, I was a mediator, guide and learner in this complex process. The student's role was an active role, that allowed to build knowledge about communicative competences.

Intercultural component was a good strategy to complete this learning and teaching process. It was a good opportunity to acquire new knowledges about communication skills. There were many cultural elements to consider in the development of integrated skills. Music was one of the elements that reflected the values, perspectives, emotions of other cultures and contributed to develop communication skills.

Assessment was one of the elements in the development language skills, it provided a conscious process of the teaching and provided a conscious process of the learning. It was an important tool to know the progress of the process of learning.

Integrated skills required different tools of assessment. Self-assessment provides useful information to the students and the teacher. It was the conscious learning of the development of communication skills. Analytic rubric for output skills was an important criteria in English classes and it was considered in summative evaluation.

The feedback, as formative assessment, was a good moment to adjust teaching and learning provides information what is happening now. It was an important function of teaching (teacher's role) it was the help for the students to differentiate between what is right and what is wrong, but not at all, it provided too reflection moments, prehension and abstraction.

Authentic material was an important element in this process of learning and played an important role, considering the digital resources. Technology was an excellent intercultural

tool to use in English classes. It had the potential to make the learning more meaningful, interesting and accessible.

Reflecting my teaching practice specialization provide me many elements to achieve the objectives and gave me the most important, the analysis and reflection.

Chapter 1:Philosophy and theory

1.01 Teaching identity and philosophy

My biography

When I was a child in the fifth year of Primary school English teachers came to my school to offer English classes, it was the first time for me I listened about English; when I came home I told my mother about English classes, she said it was good and she stimulated me to take English classes, I began my classes, in the group we had no materials, we had no books, only some copies of English exercises and my classmates were different ages, 6,7,8,9,10,11,12 years. I can remember the teacher explained Verb To Be and greetings to use in the classroom, he read the phrases and words in oral form and we had to repeat them, he explained how to write a sentence using verb To Be and we did English exercises using this content. I can't remember the topic. Later, in the secondary, the teacher read the text or dialogue in English and the students paid attention to the pronunciation but we didn't understand what was she talking about, I remembered she paid attention in pronunciation and conversation of dialogues. When I finished I decided to study a technique career "Bilingual Secretary, I liked English a lot and I wanted to learned forever I didn't know how to learn it but my emotion was speaking a second language. In this stage I had many subjects in

English, conversation in English, Laboratory (listening and speaking) Grammar, Shorthand, Typewriting Correspondence, Literature in English , the curriculum was good, but the homework was a lot, I did many exercises about grammar, many sentences about tenses, punctuation, vocabulary (repetition), I think it was Structuralism theory because they took importance to the linguistic aspects and it was behaviorism, it was a routine, everyday, there's no new something, the topics were not interesting, there was no meaningful activities, you had to fill the books or the notebooks, you have to memorize vocabulary, what happened? I didn't understand the language and I couldn't express anything in second language, the traditional assessment was the test at the end of bimester. The language doesn't have the meaning and the sense, the skills weren't integrated by the teachers and you had to work in individual work the most important was the quantity of work. I finished the career then I started to work in a language school The Anglo, I studied there and the learning was based in practice and repeated exercises. Later I studied a course for teaching English and for the first time I knew a method or didactic of language and strategies to implement in English classes.

Now, I think I would improve my skills specially speaking and continue learning a second language. To know the methods and approaches are interesting. Specialization provided me the strategies, the knowledge, the theories to improve my teaching of a second languages and told me how to be reflective and analytic in my practice, how to relate theory and practice.

Teaching context

I work in a public high school, Preparatoria 24 in the State of Mexico, it is located in a marginalized area, where the addictions are common among the students, they are poor, some students work in the morning to continue studying in the high school they think to finish it to get a better job. Many of them don't have a digital resource at home, but they have a cell phone than functions with credit time, not always, but they select some subjects to work with this resource because the cell phone has the camera to get a photo of the book and work in the classroom, they don't have money to buy the book .The cell phone can serve as a dictionary, as a book (with images of the exercises), radio and sometimes as WhatsApp and of course as a telephone. They use it to enjoy it and in some special cases for learning. What about the school? It is too big, but we don't have digital resources to support the classes, there is no internet, projector, and sometimes there is no electrical light in the classroom. The school is not safe, in the afternoon we have students with economic problems and with addictions. English is not meaningful for them it is one of the subjects failed, however they like to listen English music that they don't understand and they ask questions about phrases, words and tenses, they share English music and this is the reason of my project. There are 45 to 50 students in English one or two, 35 to 40 in English three or four.

The project was applied in English four. The behavior was not good and the language context is based in vulgar phrases or words. They didn't like the class in English but I talked to them "it was necessary to create the bilingual context, the classroom was the unique opportunity to speak in English" it was very important for me to develop language skills.

I think the good teaching is based in the knowledge of the teacher, about the language, the approaches, the methods, techniques, strategies, innovations, and the practice of the values,

respect, honest, responsibility and many of them, but these three values play an important role in the classroom, my students know this perspective. My standpoints must be wide, not too short, I must be empathy, I have always said that the classroom is a world, it has many perspectives because we are together 40, 45 families no students, we have different points of view, different ways of learning.

During this specialization there were challenges to face, one of them was my practice in the classroom, I haven't worked integrated skills for a second language, it was a great experience ! it is important to have a perspective from a whole language , this perspective involved Experiential Learning, an approach I had never worked, it was necessary to emphasize the reflection and the analysis to develop the skills of language, the students analyzed and made reflection about the content, it was necessary the learning was meaningful, they had to discover what was the difference among first and second conditional, they had to construct the knowledge, my role was as a guide , I had to engage to the students in cognitive abilities . In these activities I remembered The Natural Order Hypothesis, in this Specialization I knew Krashen, he said about order acquisition, "the children acquired morphemes in a fixed and a predictable order...they could find similar patterns" My students and me were working structures, I thought: Was I wrong? Did we have to come back to Simple Past? It was a pedagogical implication. It was difficult to follow Experiential Learning, I had to revise Prehension, and the other stages and writers that the Specialization has in the theory.

Relate theory and practice was difficult, it is too complex, there were many doubts and I came back to the writers of Specialization many times.

The time was a challenge because I planned three sessions, but I take one session more and I came back to revise the activities of the Project.

I analyzed and make reflections during the activities of the project, and I remembered the questions at the end of a reading in the specialization.

The cultural component was an excellent knowledge to improve my practices in English classroom I think I always work this component in my classes. Specialization guided my teaching everyday and though me this meaningful component. Now, I know the students and me have our own experiences in life which are influenced by their social and cultural setting.

The music is a cultural component that helped me to develop the skills of a second language and it was an intercultural element.

Technological resources were a challenge because the school doesn't have computers, there was not electrical light, there was not projector and there was not internet. All the time the students used the cellphone, my cellphone. The video was a great challenge, never, never I have taken a video of my classes, I was too nervous, I always tried to be honest because in this situation I could reflect my practice, my doubts, my experience, what was happened to me? This specialization gave me the opportunity to watch me, to watch my students, to be more analytic and reflective.

The role of the teacher was a challenge because it must be according to the approaches and what the students need. Now is too complex to be a teacher but I think the teacher should have many things to create, innovate in the process of the learning, it is difficult I know; when you are in the classroom you have many dilemmas, you have to resolve according your knowledge, your standpoints, and your beliefs. Specialization was an excellent guide to construct my knowledge in English teaching.

In addition to this role Mediator was the role I liked me it was an active role. It was necessary to facilitate student's learning. In Experiential learning the teacher help to the students in the process of abstraction.

1.02 THEORETICAL FOUNDATIONS

COMMUNICATIVE APROACH

This lesson plan was based in two theories Communicative Approach and Experiential Learning

1.03 Communicative Competence

A theory of Dell Hyme's , he asserts that competence in language includes not only grammar words and sounds but also the social knowledge for when and how to use them appropriately.

1.04 Communicative Language Teaching

We use language to accomplish communication with some functions with a social context; for our students it is not enough just to have knowledge of a target language forms, meanings and functions; they also to be able to apply this information in negotiating significance...classrooms have been increasingly characterized by authenticity, attempts at "real world communication" and meaningful tasks (Cook, 2001)

Some characteristics of CLT are:

- Fluency and accuracy are not always required to be together
- Focus on real-word context
- Autonomy and strategic involment
- The students use the language
- Fluency and accuracy are not always required to be together The role of the students is mainly as communicator
- It has no techniques of its own for teaching vocabulary
- The role of the teacher is as facilitator who encourages students to construct meaning through linguistic interaction.
- Include the use of authentic material (Cook, 2001)

It changed from a focus on the structure to a focus of communicating with the language. The interaction in social context determines the language used.

1.05 Intercultural Competence

Intercultural attitudes

Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. Willingness to relativise one's own values, beliefs, and behaviours.

Knowledge of social groups

Knowledge of social groups and their products and practices in one's own and in one's interlocutor's country and of the general processes of societal and individual interaction

Skills of interpreting and relating

Ability to interpret a document or event from another culture to explain it and relate it to documents or event from one's own.

Skills of discovery and interaction:

Ability to acquire new knowledge of a culture and cultural practices (Byram, 2001).

Critical cultural awareness

Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries (Byram, 2001).

1.06 EXPERIENTIAL LEARNING

Kolb's Experiential Learning says that it is important to be confronted with new and unknown situations, experience, fear, security, sympathy and empathy.

Experiential Learning was chosen because it has a reflective stage which can help in writing skills. It is necessary the students make a reflection when they are writing grammar. So they need to learn many linguistic aspects. It is difficult for them to produce written sentences.

“ The fundamental goal of dialogical teaching is to create a process of learning and knowing that involves theorizing about the experiences shared in the dialogue process “.This model can supported the learning through the following stages:

This model has four stages, The Constructivist and Sociocultural principles support the Experiential Learning Model

ST A G E	DESCRIPTION
CONCRETE EXPERIENCE	<p>“Learning a language is a process of building up or compiling little pieces ...learning a language is a process of comprehending intention and meaning...the fundamental goal of dialogical teaching is to create a process of learning and knowing that invariably involves theorizing about the experiences shared in the dialogue process”(Kolb, 1984). Some examples of concrete experiences could be visual art, puzzles, brainteasers and realia</p>
REFLECTIVE OBSERVATION	<p>TASK-BASED APPROACH</p> <p>Pre-task: is known as introduction or warm-up, where the learner access and activate the previous knowledge of the topic.</p> <p>Task Cycle, it has 3 phases:</p> <p>Task: where the students have opportunities for spontaneous use of the language, they work in pairs so their attention is on the message. The teacher can give input and advice, including help with the language</p> <p>Report phase: students want both to get the message across and to do so with as few errors as possible.</p> <p>Language focus : Learners have the opportunity to focus on form and ask specific questions about the language being learned(Willis J. ,1998)</p>
ABSTRACT CONCEPTUALIZATION	<p>“The learners use logic to extract general rules on the matter under study. The profound significance of such an act is to gain a hold on the matter under study from another perspective. The learner has to draw generalizations from the previous Concrete stage and Reflective Observation. It is an act of prehension. Example of this stage could be: rules of pronunciation,</p>

	<p>grammar, or lexis.</p> <p>The role of the teacher is that the learner can raise their sights to make associations between what is being learned in the lesson with other areas of knowledge.</p> <p>This stage is where one can see evidence of constructivist orientation.” (Kolb, 1984)</p>
<p>ACTIVE EXPERIMENTATION</p>	<p>It is the process of experimenting that a person consciously and willfully objectifies something and applies some sort of instrument to watch for a reaction .</p> <p>Begins with a Concrete experience and moves to Active Experimentation is theoretical, systematic and objective, in Concrete experience it is society that impinges on individual and later the individual impinges on society this is why Experiential Learning is Sociocultural in orientation. Therefore the stimulations that are appropriate to each age and lifestyle, culture and gender can vary quite a lot.</p>

1.07 The Input Hypothesis

It is connected to the Natural Order Hypothesis. Krashen suggested that language is acquired to exposure comprehensible **input** . Comprehensible input is (written or spoken) language which is either at or just beyond the speaker/hearer’s current linguistic development...Krashen defined the learner’s current level of development as **I and the level just beyond that as + 1**.

Comprehensible input , which is the kind that learners should be exposed to, is given by **I +1** . Anything below that level, the learner has already acquired, and anything above that is cognitively too demanding for the learner (Krashen, 1985)

Chomsky says when we learn our first language we are not conscious of learning the rules of structure, however Hyme’s refers in the theory of communicative competence that

competence in a language is not only grammar, words and sounds because the social knowledge determines when and how to use them appropriately so English Language Teaching changed from a focus on the structure of the language to a focus on communicating with the language. Therefore, I think Communicative Approach needs to emphasize the construction of the ideas in EFL. When we are developing writing is necessary to use reflective stages provided by Experiential Learning. Chomsky is right but EFL in the classroom of public school don't have the social context in second language and it is important to consider that a second language is developing.

The stages of experiential learning should be a scaffolding to develop English skills for communicating purposes. Concrete Experience can engage to the students at the beginning of a Lesson Plan is characterized as doing, it is a good experience, and then to move to the next stage Reflective observation where the warm up should be related to the first stage, Reflective Observation could be used in the construction of grammar and it occurs a transformation, next move a prehension act, Abstract Conceptualization, the most interesting stage for the learner, it has a profound significance, the students hold on the matter, they have another perspective, grammar is significance at this moment, the transformation continues when it moves to Active Experimentation, the social experience, here the learner impinges on society, because in the first stage the society impinges on the learner, the task cycles are very useful in Experiential Learning, then language could be communicative, a marvelous process for EFL. Communicative approaches are related to Experiential Learning they are sociocultural; stimulations have to be appropriate to the age and lifestyle of the learners

Intercultural Competences are useful in the process of learning of an EFL, they provide knowledges of a foreign culture and intercultural practices. The students have the opportunity to evaluate and compare the own and other culture. It is necessary the learner must be curious about these practices of the learned language to understand social context in which language is developed. The music could be a good opportunity to practice the process of learning of a second language, it communicates values, knowledge, emotions and common feelings in other cultures, just an example, the love, it was one of the element to establish a cultural dialog, my students feel the music everyday many kinds of songs they can learn communication skills through them, especially the international songs in English, everyday listen songs which were meaningful for them even they know a little about it. The song was

useful to develop skills in my English class. My students could be exposure to comprehensible input, the songs were received with much attention from the students, they were good materials.

Work in pair or in collaborative form the music provided an important development in cognitive functions, this one occurred in two plans “the level of potential development is determined through problem solving under guidance of a more capable other (Vygotsky, 1978). Zone of Proximal Development was a scaffolding in the learning process of a second language. ZPD was watched many times during this process.

Developing communication skills required of the teacher’s role and student’s role. According to Communicative Approach the role of the student should be active, building the knowledge, and with an active participation in the communicative exercises where the error is considered as part of a natural outcomes, and the learner is mainly a communicator it implies being cooperative, collaborating and active participant of his or her own learning.

As intercultural language teacher was necessary to adapt to the requirements in these processes learning language one of my role was a **mediator** I set the conditions for negotiating meanings, attitudes, and classroom interchanges, and in the context I selected authentic material and modified this material and incorporated other materials are extremely culturally, technology was example of this characteristic, I selected digital material to work in class to develop language skills and I mediated the process of learning of EFL. As **agent of change**, I considered the school and society are elements interconnected, the teaching was an opportunity to transform the process of learning, I saw the school as a place where the social transformation could happen . Teacher needs to understand that students required opportunities to understand moral dimension of education and promote the empathy for students of diverse backgrounds. As a **Learner** assumed has to be prepared, to take new courses and knew knowledges. The teacher must know and consider digital resources and topics according to the needs of the students.

Chapter 2: Methodology and practice

2.01 Lesson Plan

Teaching Sequence

Author	Maria Xochitl Espinosa Ruiz
Educational stage	Second Grade of High School
Title of your lesson plan	WHAT WOULD YOU DO IF YOU MET A CELEBRITY?
Learning Objective of the Plan Competency	<p>Purpose of the language:</p> <p>Listen, interpret and send relevant messages through the codes and appropriate tolos.</p> <p>He /She is sensible to the art. Participate and appreciate expressions in different genders</p> <p>Intercultural purpose</p> <p>Keep a respectful attitude to the difference of values, beliefs and cultural practices.</p> <p>Objective of the plan: The students will learn to use the Second Conditional and discuss moral dilemmas.</p>
Communicative skill considered	Listening, Reading, Writing, Speaking
State of the following options	Art and cultural topic

Functions	Talk about hypothetical situations
Main Grammar structure	Second Conditional
Other Grammar structure	Simple Past, Would
Brief description of the plan	The music was chosen because is one of the most important intercultural elements and English songs are considered part of the daily life of the students. It is an interesting topic for them to talk about hypothetical situations and it is easier to reflect grammar production and the other skills of EFL.
Hours of the plan implementation	3 hours
Numbers of sessions	3 sessions of 50 minutes by session
Contents required for the lesson	A song of Adele “Someone like you”, English book: Go 4, Anglo Digital
Link of the content	https://youtu.be/yTPGiHv7oNY (video song)
EEAILE tutor on line	Rosa Isela Ávila Sánchez

Introduction to the lesson

Step of the lesson	Teacher activities	Students activities	Session number
Activation before the lesson	<p>Teacher requests to the students revise by WhatsApp the song .</p> <p>Revise the notes about Second conditional(exposition)</p> <p>And fill the two columns of the CQA</p> <p>Teachers takes to the</p>	<p>The students confirm the instruction of the teacher.</p> <p>Fill in the assessment tool CQA</p> <p>Students form teams to</p>	<hr/> <hr/>

<p>FIRST SESSION</p>	<p>classroom the material to start the lesson: copies of the song, computer, projector and horn for listening activity.</p> <p>Teacher welcomes to the students and write the following questions on the board:</p> <p>Do you know Adele? What is a celebrity? What would you do if you met a celebrity</p> <p>The teacher requests to the students read the songs and apply the technique of scanning to get specific information</p>	<p>work in the following sessions</p> <p>The students work in team and resolve in the notebooks the questions on the board</p>	<p>Session 1</p>
<p>DURING THE LESSON</p>	<p>The teacher requests to the students read the songs and apply the technique of scanning to get specific information</p> <p>Teacher requests to the students to resolve an exercise about past tense (consolidation previous knowledge)</p> <p>Teacher tells to the</p>	<p>The students read on the song and look for verbs in past tense and circle the unknown words specific information to the following questions:</p> <p>What is it talking about? What is she asking for? What did she hear? What did she remember?</p> <p>The students resolve page 42</p>	

	<p>students the same question What would you do if you met a celebrity? imagine to spend a whole day with a favorite singer or star and requests a list of things they would like to do</p> <p>Teachers requests to the students write sentences using these words using WOULD (main clause construction)</p> <p>The teacher requests to the students complete the main clause using Past Tense to form the IF clause</p>	<p>The students write a list of words in the notebook and work in team</p> <p>The students write sentences using the list of the words and WOULD</p> <p>The students writes Conditionals second about what they would like to do if they met an artist or famous person.</p>	<p>Session 2</p>
	<p>Teacher requests to analyze two sentences and write the differences among them. (Reflection)Teacher requests a mind map of the content (GRAMMAR EVIDENCE)</p> <p>Teacher requests to the students go on page 43 of Go 4 to construct conditional second using the picture.</p> <p>Teacher asks for the students to finish the CQA</p>	<p>The students analyze and draw a mind map of the content (teacher provides a feedback)ASSESSMENT</p> <p>They write conditional second using the pictures on page 43. And share in oral form the sentences</p> <p>Students fill in CQA the last column. (evaluation)</p>	<p>Session 3</p>

	(evaluation)		
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Communicative Skills development

SKILL/Step of the lesson	Teacher activities	Students activities	Materials	Session	Evaluation
https://youtu.be/yTPGiHv7oNY The song “Someone like you” LISTENING	The teacher use a song to apply the skill of listening and previous ask for questions What is it talking about?	The students listen to the song and answer the question in oral form	Projector, horn, cell phone	1	CQA
READING	The teacher gives a copy of the song to the students and previous requests to answer the following questions: What is it talking about? What did she ask for? What did she hear?	The students resolve the questions using Scanning technique	Copies of the song, notebook	1	Rubric

	<p>What did she remember?</p> <p>The teacher requests circle the unknown words</p>	<p>The students circle the unknown words to analyze later.</p>			
SPEAKING	<p>The teachers requests to the students to work by teams writing conditional second and using the pictures of page 43</p>	<p>The students write sentences in conditional second according to the pictures of the book and share with the group in oral form these sentences</p>	<p>Book and notebook</p>	<p>3</p>	<p>Rubric</p>
EXPERIENTIAL LEARNING					
SKILL/Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p>LISTENING</p> <p>(Concrete experience)</p>	<p>The teacher requests to the students listen to the song</p>	<p>The students listen the song (the song can engage the students and it is a part of the daily life and they enjoy the music, they involve in participatory activity)</p> <p>The students resolve the</p>	<p>Computer, projector, the song and a horn</p>	<p>1</p>	

<p>WRITING</p> <p>Underlined verbs(Reflective Observation)</p>	<p>The teacher ask for questions about past tense (Pre-task) and emphasizes the verbs in the song in the warm up. The students have to underline the verbs in Past tense to form the If clause for second conditional .</p>	<p>questions</p>		<p>3</p>	<p>Rubric</p>
<p>Analyzing second conditional(Unreal situations)ABSTRACT CONCEPTUALIZATION</p>	<p>The teacher emphasizes two sentences in the book about second conditional (an important role of the teacher)</p>				

SPEAKING (application)	The teacher requests to the students to share the written sentences of second conditional in oral form	The students share the sentences in second conditional in oral form. Application (Active Experimentation)	Book and notebook	3	Rubric
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2.02 Analysis of a practical and useful lesson plan

The activities were applied in the second grade of high school (Preparatoria 24), a public school, in the group of second number 4 there were 43 students; in the group of second 5 there were 38 students, the topic was **What would you do if you met a celebrity?** the content was **Second Conditional**, the objective was **“The students will learn to use the Second Conditional and discuss moral dilemmas. Keep respectful attitude to the difference of values , beliefs and cultural practices”** the lesson plan was divided in three sessions. The material was a song in English “Someone like you” of Adele <https://youtu.be/yTPGiHv7oNY> . English notebook Go 4, cell phones, projector, internet.

The Warm up was implemented by the song of Adele and two guide questions (pre-writing): What is a celebrity? and What would you do if you met a celebrity? The song was introduced to engage to the students in this section. Everyday they can listen English songs and they love listening to the songs. So it was focus as intercultural element according to intercultural competences of Byram. The song was the first skill language to develop , LISTENING , the students knew the feelings of an intercultural society , in this case the value was the love, is there any difference in love as a culture group? This value is the same, but each group focus the feelings in different standpoints.

READING: Byram talked about the ability to interpret a document, in this case the song, and the importance to relate this document in intercultural characteristics, the song allowed to introduce grammar characteristics and select UNKNOWN words and verbs in simple past, one important structure to form Second Conditional, these activities allowed to the learners interact with the text(written song) to acquire the knowledge of a foreign culture, the value of love and compare in one's own and other culture. The teacher reflects that intercultural component is necessary to learn a second language, the students must be curious about the culture and language they are learning. Music communicates values, knowledge, emotions and common feelings in other cultures like the love. The music is an excellent tool to establish a cultural dialog. Some questions were used for Reading comprehension: What is it talking about? (the song) What is she asking for, What did she hear? What did she remember? A reflective instrument of evaluation was filled by students, a CQA instrument.

Reading was done when the students were listening the song, and after the song, using the scanning.technique , they circled the unknown words and underline the verbs in simple past. The students understood the general idea of the song. Later they were understanding many parts of the song.

WRITING: the activities for writing began in prewriting stage with a guide question, according to Experiential learning was oriented in grammar part, Second Conditionals are compound sentences, one of them is formed with the tense of simple past and it was initiated in the reading of the song (selected verbs) the first sentence is named IF clause and the other sentence is named MAIN clause and contents for this lesson plan WOULD, second conditionals are based in Hypothetical situations. Simple past was reinforced in exercises used by English book, then related to the topic, the students write a list of activities to do with a celebrity in hypothetical situations, here they were building the main clause, next they formed second conditional, there were many errors, for example, the If clause was in present, or they missed vocabulary or the order of the structure, they were confused with First Conditional. Reflective process began to set the knowledge about this content. Concrete Experience had been taken and now Reflective Observation was taking a place in cognitive process, English book provides two examples of first and second conditionals, they were

analyzed by students, it was difficult for them reflect the difference and the building of this content in Communicative Approach only followed the example by the teacher and practice many times, they did other exercises to compare(transformation and prehension activities) and Abstract Conceptualization began. Interactive regulation was provided by the teacher, here Experiential learning emphasizes the role of the teacher as important process of learning of a second language. They did a mind map of the content. The students began to work in images of the book and built conditional sentences to participate in speaking. Zone of Proximal Development was watched many times, there were advanced students in the selected teams.

The process of writing could be discovered in a self-discovery action, writing skill must be reflected to find meaning and sense of learning , this part of the process required the guide of the teacher , no a rigid teacher, the student should be more creative when he writes something in English without pressure(Hyland, 2002).

I considered Communicative Approach emphasizes the form and function among the relationships of language mechanism, the reflective stage is too important to achieve the function and the form together.

Experiential Learning was chosen because it has a reflective stage which can help in writing skills. It is necessary the students make a reflection when they are writing grammar. So they need to learn many linguistic aspects. It is difficult for them to produce written sentences.

This elements are not at all in writing skills. Writing is a wide perspective to achieve in the learning of a second language

SPEAKING: When the sentences were ready the students began to express the writing production in oral form one by one. There were many errors in phonetic, it was strange for them to hear or listen to the classmates, the teacher encouraged them, they were conscious of working integrated skills for English class. It was the most difficult skill, it is necessary to improve strategies for speaking and practice always in English class.

What about the outcomes? About the objective of the plan: many of the students use Second Conditional for hypothetical situations and some students are in the process of this learning. They can use second conditional. In some cases the problem is the use of Simple Past. The reflection and prehension was very important to achieve this purpose.

At the end of the project there was a discussion, it was no planned. They made an analysis about the song in oral form, they asked about the song, about the meaning of the song the question was What happened if Adele would stay with her boyfriend? And answered using the second conditional, but the most important was the conclusion "the moral dilemmas are influenced by the people who live in our context. In this case the cultural component was a value, the love. I think they achieved the cultural purpose: keep respectful of the values.

About the learning objective of the Plan Competency: Before the project listening was not common in English classes now the students investigate videos in internet in English. Speaking is practiced in 50% of the class, Writing has a new component the Reflection and Prehension is used to understand the structures. Reading is applied using the techniques of Skimming or Scanning. Taking account of the observations this project contributed to the development of the Learning objective.

The interaction and organization of the work was in collaborative form, in pair, by teams and by group.

2.03 THE ASSESSMENT

FORMATIVE ASSESMENT is part of the instructional curricula. It provides information needed to adjust teaching and learning while they are happening. This assessment informs both teachers and students.

In both groups I used the formative assessment by an interactive regulation , accomplish appropriately to the reflective stage of Experiential Learning, it was determined in the output skills (writing and speaking), the oral feedback was present in grammar exercises and contributed to take the role of the teacher as a mediator to evaluate . Observation was an element of assessment in the process of learning of a second language.

The assessment tools were the rubric for output skills, writing and speaking, I selected an analytic rubric based on the criteria of Kuhlman for speaking and O'Malley for writing to be more specific in output skills.

CQA (Pimienta) ,as a reflection of the process of learning ,and a general rubric (Go 4) were used in four communicative skills according to Communicative Approach. A short test was applied at the end of the project.

These tools gave a summative result to determine what students knew and obtain a grade for the school.

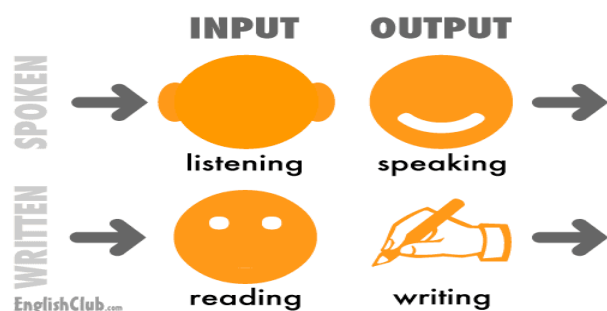
The assessment was difficult in the two groups I proved the rubrics for my teaching practice and I discovered to be more specific is an exhaustive work. In writing, the rubric doesn't need many criterias because the students don't have advanced domains of the communication skills. It is necessary to evaluate in a long term.

The groups were engaged to the project, the assessment provided information about integrated skills in the classroom. The group of second four has more problems with writing skills, it was based in the process of development of the project, listening and intercultural component was more motivated for them, in reading they were discussing about the questions and many of them achieved to answer his or her own answer, in CQA instrument they indicated to learn how to listen, about writing it was a complex process for them . The pronunciation was an important process for each one.

The group of second five expressed an interesting for the songs, it was an important intercultural material for them. Listening and integrated skills were considered by them.

Both, second four and second five are making questions, about own learning, they are very conscious of this complex process. They were confused in grammar, they were confused about second conditional, not at all , they asked questions about conditional one and conditional zero, some of them related as previous knowledge zero conditional and first conditional. They wrote about vocabulary, pronunciation, speaking as elements to improve.

Testing reflected a problem of building sentences in second conditional, they learned If clauses it is clear but they are in problem when they use hypothetical situations. However they identified the elements in second conditional. Integrated skills present a difficult process in speaking, they wrote in self-assessment how to improve the output skills.



MICRO-SKILLS	MACRO SKILLS
<ol style="list-style-type: none"> 1. Produce chunks of language of different lengths 2. Orally produce differences among the English phonemes and allophonic variants 3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours 4. Produce reduced forms of words 	<ol style="list-style-type: none"> 1. Use collective devices in spoken discourse 2. Accomplish appropriately communicative functions according to situations, participants and goals 3. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face to face conversations 4. Convey links and connections between events and communicate

<p>and phrases</p> <ol style="list-style-type: none"> 5. Use an adequate number of lexical unit (words) in order to accomplish pragmatic purposes. 6. Produce fluent speech at different rates of delivery 7. Monitor one's oral production, and use various strategic devices-pauses, fillers, self-corrections, backtracking to enhance the clarity of the message. 8. Use grammatical word clauses (nouns, verbs, etc.) systems(e.g., tense, agreement, and pluralization), word order, patterns, rules, end elliptical forms 9. Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups and sentences. 10. Express a particular meaning in different grammatical forms. 	<p>relations such as main idea, supporting idea, new information, given information, generalization, and exemplification</p> <ol style="list-style-type: none"> 5. Use facial features, kinesic, body language, and other nonverbal cues along with verbal language to convey meanings 6. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, asking for help, and accurately assessing how well your interlocutor is understanding you (Brown, 2004)
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2.04 Assessment tools

C Q A		
What I know	What I need to know	What I learned

FORMATIVE SELF EVALUATION		
OBJECTIVE ACHIEVEMENT	YES (WHY)	NO (WHY)
Did I reflect and analyze the content (second conditional)?		
Can I use the content in four skills?		
What I need to improve?		

(Taken from English book Go 4)

ENGLISH FOUR	DATE:				
NAME:					
DIMENSIONS	E	VG	G	A	NI
KNOWING					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					

Doing					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
Participation					
Integration					
Attitude towards study					
Learning effort					

(Taken from English book Go 4)

E= Excellent VG= Very Good G=Good A= Average NI=Needs improvement

RUBRIC FOR ASSESING SPEAKING

CRITERIA	10 points	7 points	3 points
Pronunciation	Student(s) is easy to understand and makes few errors	Student makes many errors but can be understood	Speech is very difficult to understand or student responds in L1
Fluency	S can effectively communicate in different contexts	S can generally communicate in most situations	S cannot communicate effectively in any situation
Usage	S makes many errors in grammar and structure and can be understood	S makes major of frequent mistakes in grammar and structure but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand

Ideas/Meaning	S responds with connected vocabulary and language to express ideas. Response contains few errors	S responds with limited vocabulary and language to express ideas. Response contains frequent errors	Unable to respond using English language vocabulary
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(Taking from Kuhlman, 2008)

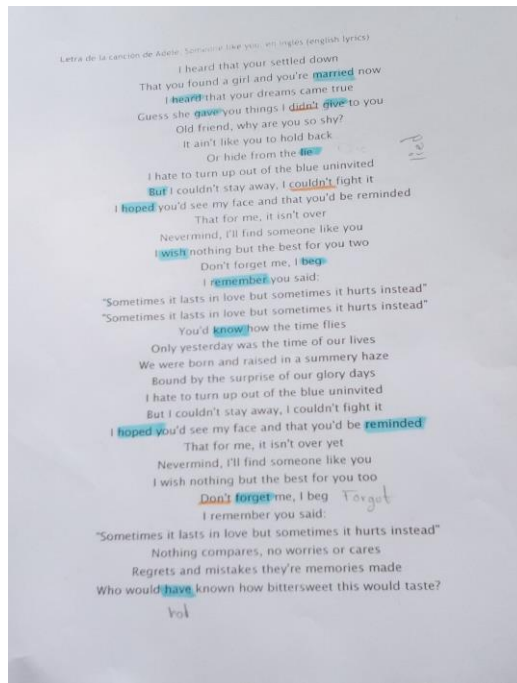
RUBRIC FOR ASSESING WRITING

CRITERIA	10	7	3
PRODUCTION	Develop a logical paragraph	Begin to write a paragraph by organizing ideas	Write simple sentences or phrases
GRAMMAR	Effective use of capitalization, punctuation, spelling and formatting	Mostly effective use of mechanics; errors do not detract from meaning	Some errors with spelling and punctuation that detract from meaning
COHERENCE	Focus on central ideas with an organized and elaborated text	Central idea, but not as evenly elaborated and with some digressions	Not a focused idea or more than one idea, sketchy elaboration and many digressions

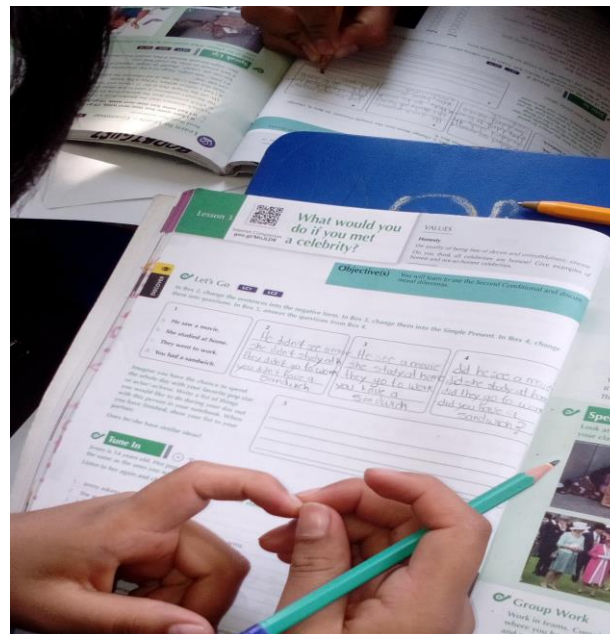
2.05 Procedures' evidences



The level of potential development under guidance of a more capable other



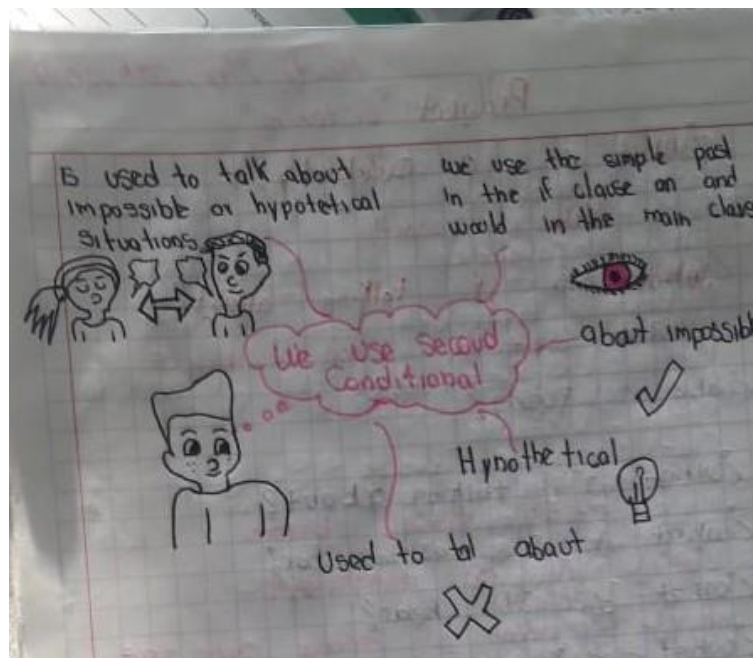
Verbs selected by a student (Reading)



Grammar exercises in English book (Writing)



Reflective process (Experiential Learning)



A mind map of the content (Abstract conceptualization)



The teacher's role (Experiential Learning)



The teacher's role (Experiential Learning)



Listening the song "Someone like you"

2.06 Assessment and testing evidences

Chavez Campos Ma
2-1U Turno vespertino

CQ A

What I know	What I need to know	What I learned
I did not know much about the theme, however I knew some words in the past.	I need to know how to pronounce and relate the words in the past.	I learned to make prayer in the past as well as to reform my pronunciation.

OBJECTIVE ACHIEVEMENT	YES (WHY)	NO (WHY)
Did I reflect and analyze the content (second conditional)?	✓	✓
Can I use the content in four skills?	✓	
What do I need to improve?		
reinforce our knowledge by studying more.		

A self assessment

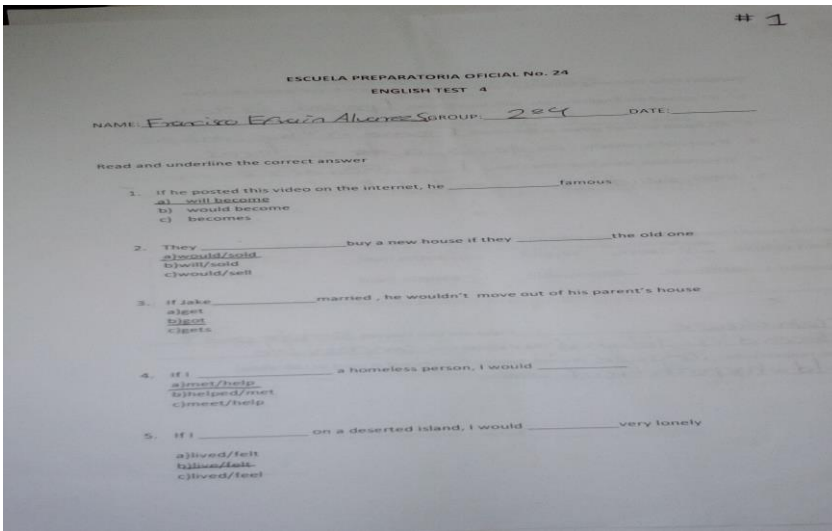
COA

Rodriguez Ordaz Joana Elizabeth Grado: 2-Grupo: IV

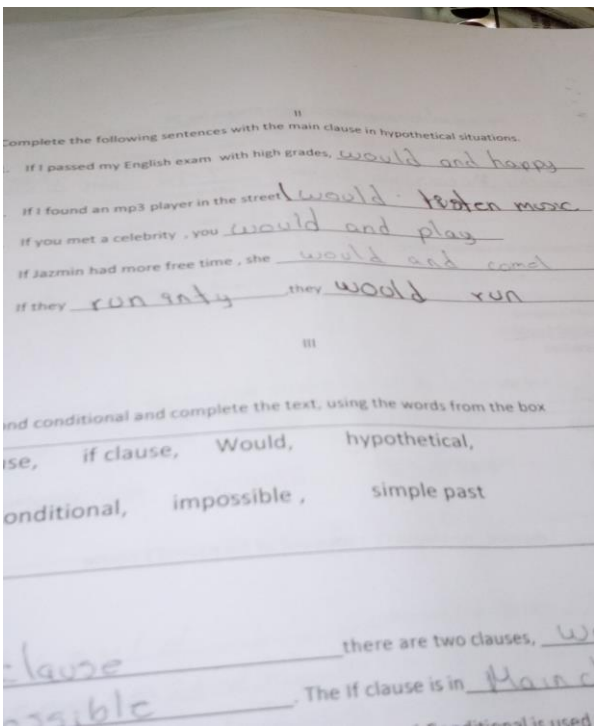
Lo que se	Lo que necesito saber	Lo que aprendi
What I know The I know is the speaker Think of the Team of second Conditional the to know form a conversation and know how to use conditional.	What I need to know The what I have know more about the second Conditional, used the If clause and the maind clause.	What I learned to form a conversation to know how to use if the second conditional. the used the If clause and the maind clause.

OBJECTIVE ACHIEVEMENT	YES (WHY)	NO (WHY)
Did I reflect and analyze the content (second conditional)?		
Can I use the content in four skills?		

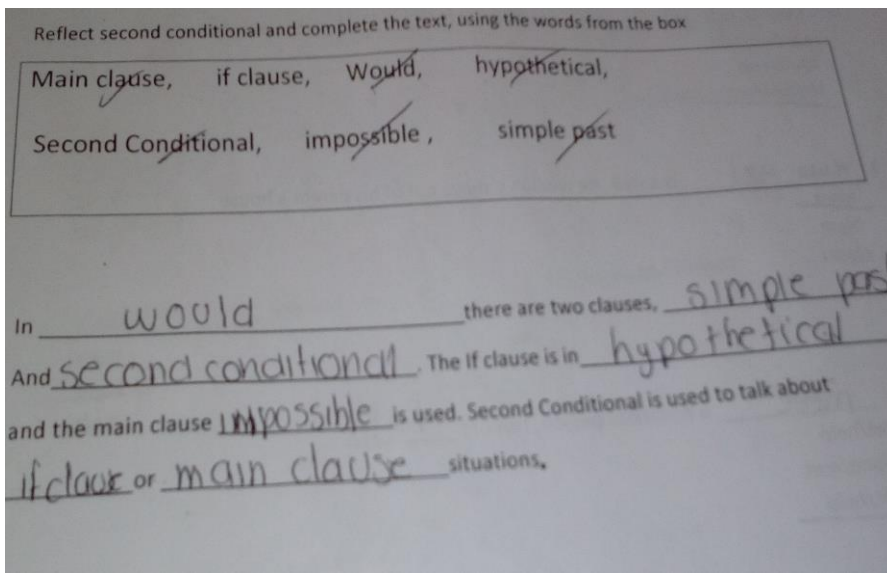
A reflection of learning



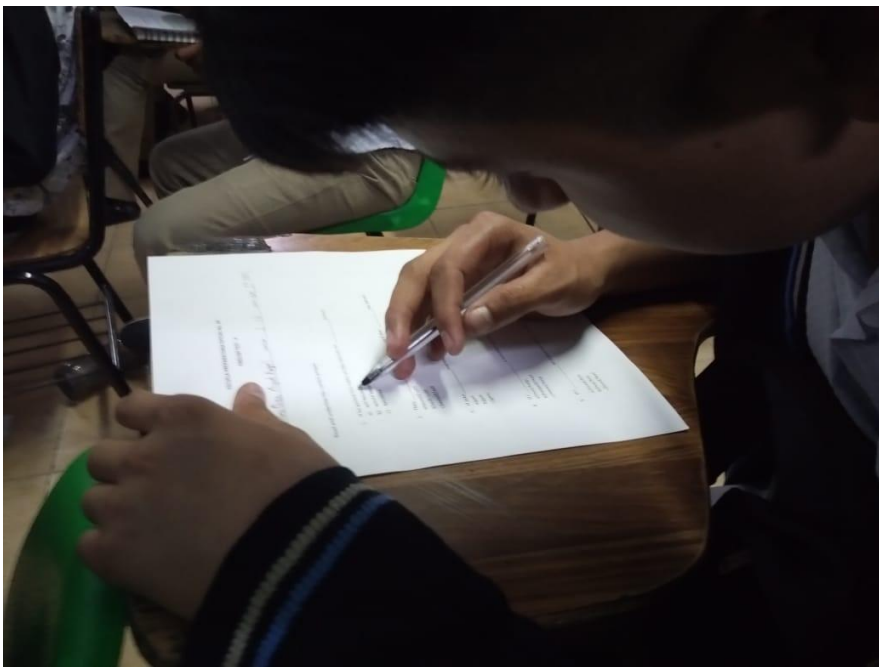
A test of second conditional



Building Second Conditional (testing)



Abstract conceptualization



Testing of second conditional

2.07 PROPOSAL TOOLS

C Q A		
What I know	What I need to know	What I learned

CQA tool was a very good instrument to reflect the process of learning by themselves, I could be informed about what is happening in the process of learning and teaching. My students use this tool frequently.

ENGLISH FOUR		DATE:				
NAME:						
DIMENSIONS		E	VG	G	A	NI
KNOWING						
Mastery of contents (grammar & vocabulary)						
Level of input (listening, reading) interpretation						
Doing						
Execution of procedures (tasks)						
Application of concepts (grammar & vocabulary)						
Participation						
Integration						
Attitude towards study						
Learning effort						

(Taken from English book Go 4)

E= Excellent VG= Very Good G=Good A= Average NI=Needs improvement

A general rubric was very useful when English class was working in collaborative form, it is not too specific, but it covered important aspects of the learning

RUBRIC FOR ASSESING SPEAKING

CRITERIA	10 points	7 points	3 points
Pronunciation	Student(s) is easy to understand and makes few errors	Student makes many errors but can be understood	Speech is very difficult to understand or student responds in L1
Fluency	S can effectively communicate in different contexts	S can generally communicate in most situations	S cannot communicate effectively in any situation
Usage	S makes many errors in grammar and structure and can be understood	S makes major of frequent mistakes in grammar and structure but it is possible to understand	S makes major or frequent mistakes in grammar and structure making speech difficult to understand

(Taking from Kuhlman, 2008)

Kuhlman's criteria was useful in the process of speaking it was an excellent support in English class. Eliminate one criteria, because of the level of the students.

RUBRIC FOR ASSESING WRITING

CRITERIA	10	7	3
PRODUCTION	Develop a logical paragraph	Begin to write a paragraph by organizing ideas	Write simple sentences or phrases
GRAMMAR	Effective use of capitalization, punctuation, spelling and formatting	Mostly effective use of mechanics; errors do not detract from meaning	Some errors with spelling and punctuation that detract from meaning

In writing, it is not necessary all criterias, the students are building only sentences, but it is important to say that all criterias are useful.

2.08 Recorded activities

Learning objective of the Plan Competency: Listen, interpret and send relevant messages through the codes and appropriate tools.

He /She is sensible to the art. Participate and appreciate expressions in different genders

Objective: The students will learn to use the Second Conditional

Cultural Purpose: Keep respectful attitude to the difference of values, beliefs and cultural practices

The activities were recorded in a video and they were selected considering important process of learning and teaching.

<https://www.youtube.com/watch?v=k7iqJclR93k&feature=youtu.be>

The video contents the four language skills. It was divided by communicative skills: LISTENING, READING, WRITING AND SPEAKING. It was planned in three sessions, but the time was not sufficient. It was recorded in four sessions.

SESSION ONE: LISTENING/READING

The first part of the video is the Warm up. It was implemented by the song of Adele and two guide questions (Pre-writing): What is a celebrity?; What would you do if you met a celebrity? which is the name of the topic. In the video, the students are listening the song "Someone like you" this one has some verbs in Simple past. This tense was used to form "Second Conditional" it has one sentence in Simple Past and the other sentence is formed with Would. I used a video in the computer and copies of the song. They were listening and reading at same time then, I wrote the questions: What is a celebrity? What would you do if you met a celebrity? These questions were asked by me in oral form.

SESSION TWO, THREE: WRITING

Writing began when I talked about the circled verbs in the activity of Listening/Reading. In this case grammar began and I emphasized the tense of Simple Past, the students wrote exercises in English book and work in teams to produce sentences in Second Conditional, the topic is the What would you do if you met a celebrity, they wrote a list of activities they did if they would stay one day with a celebrity in past, this part of the video there was a reflection about the structure to form Second Conditional, Prehension, Reflection of Experiential Learning was provided and watched, the interactive regulation was provided and my role was to guide the students comparing structures and making reflective questions in each team. A feedback was given to the students

In grammar there were two sessions.

SESSION FOUR: SPEAKING

The students were sharing written productions about Second Conditional , they worked in teams and speak aloud the sentences one by one.

The interaction and organization of the work was in collaborative form, in pair, by teams and by group.

Chapter 3: Experience Report

Developing communication skills in classroom is one of the most complex process in the learning of a second language.

The warm up was based in **Listening** through a video song and a pre-writing using guide questions. It was interesting for them because they like the music a lot. I can say it was a good INPUT, it was received by students with much attention and influenced in learning processes. In English classes they have worked communication skills but not as an integrated form. In listening the teacher always have read the dialogues or reading in oral form and the students listen and answer the questions, last time was different, the song was a good element to access to the content. Now students express they want to continue working the songs. The music is an excellent element to interpret, according Byram The learning of Second Language was a conscious an intention process (Krashen, 1970).

About **Reading** skimming and scanning were applied, and they paid emphasize in vocabulary, a general idea, and specific information, we emphasized unknown vocabulary and discovered that these words are very important and they are related to the topic. Reading is very important in Preparatoria 24 , English is not the exception, now English classes are oriented to resolve this problem. Vocabulary is important, the selection of the words, could be

connected to writing skill and grammar aspects, it is necessary to increase vocabulary to express ideas in oral form.

Writing was one the most difficult skill for them, but I could see they were interested in produce the sentences, written sentences, this skills was based in Experiential Learning and Communicative Approach, because they analyzed the content second conditional, the structure, the verbs and they understood how to express the ideas and the importance of this skill. Writing is not only linguistic aspect is an open world, it is the expression of the thought. The students were analyzing the ideas (Reflective stage and Abstract stage) and they discovered communicative functions. It is necessary to analyze the written expression is one of the important steps in the process of the learning the students have to discover the own learning through the reflective moments. Technique about interactive grammar could be a great support, adding the component of Reflective experience and Abstract Conceptualization

Speaking, the most difficult skill for them because of the pronunciation, they were losing the security to speak English and in this case was necessary Communicative Approach and Intercultural Communicative Competence.

Different approaches can help in the integration of skills and is very interesting to analyze and reflect in integrated skills.

Speaking could be possible adding intercultural components that allow to engage the students.

Integrated skills should be thought from the perspective of Communicative Language Teaching approach and Experiential Learning considering the two dimensions horizontal and vertical processes of learning and teaching.

Chapter 4: Conclusions

We use language in many social contexts, the learning and teaching process of a second language is based in different approaches. Communicative approaches are based on a real world contexts and in the emphasis of the students become communicatively competent, to make this possible the students need to meaning and linguistic form , the reflective process is one of the aspect communicative approaches allow to accomplish with the model of Experiential Learning, a good experience to prehend this complex process , the role of the teacher is an important process of teaching and the role of the student ,building knowledge by himself or herself help to develop communicative skills.

The component of intercultural competence of Byram is an excellent integration to the curricula of the new programs, make possible the learning of communicative competence

Other theories, methods and techniques were relevant in this complex process, like Krashen's hypothesis: Comprehensible Input, Affective Filter Hypothesis, The Natural Order, Learning and Acquisition. The Zone of Proximal Development, Vygotsky . The abstraction and reflection of Kolb; an important topic; assessment and testing of Douglas, the specific rubric of O'Malley, Kuhlman, the Communicative Approach of Cook, Laser-Freeman, Hymes, all of them permeated my teaching practice and my process of learning.

English class was a routine in Preparatoria 24, this specialization made a revolution of knowledge, now the students and teacher make questions, suggestions, integrate skills. Different approaches are operating in the classroom, negotiation of meaning is there, the role of the teacher and students are important.

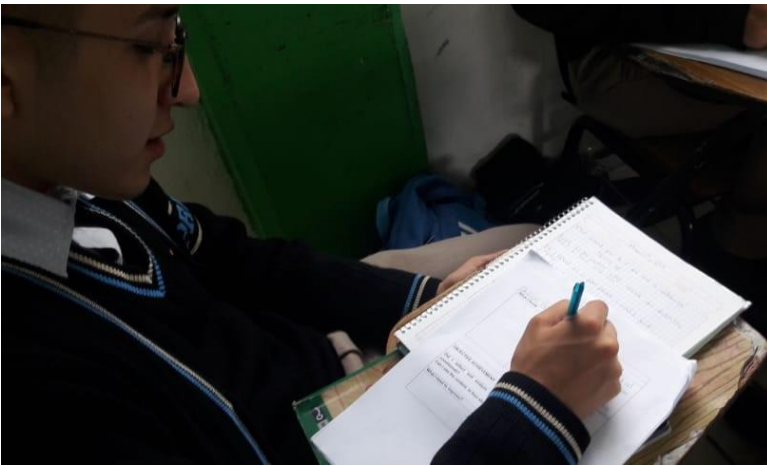
What about me? I improved my method I am oriented, the theory was important for me it is great! I analyzed and reflected many things about teaching and learning it is not an easy job. The teachers need to be patient and responsible for the knowledge and the emotions of the

students. The most important of these assignments is that I need to improve my language skills and digital skills.

The video told me many things, it was a reflection with my teaching and learning practice. The most important of this project for me is to know I love teaching, I love English I am very stimulated to continue my work and will be able to increase my skills of this language because this specialization has transformed my life and my teaching practice.

Chapter 5:Appendixes

5.02 Appendixes



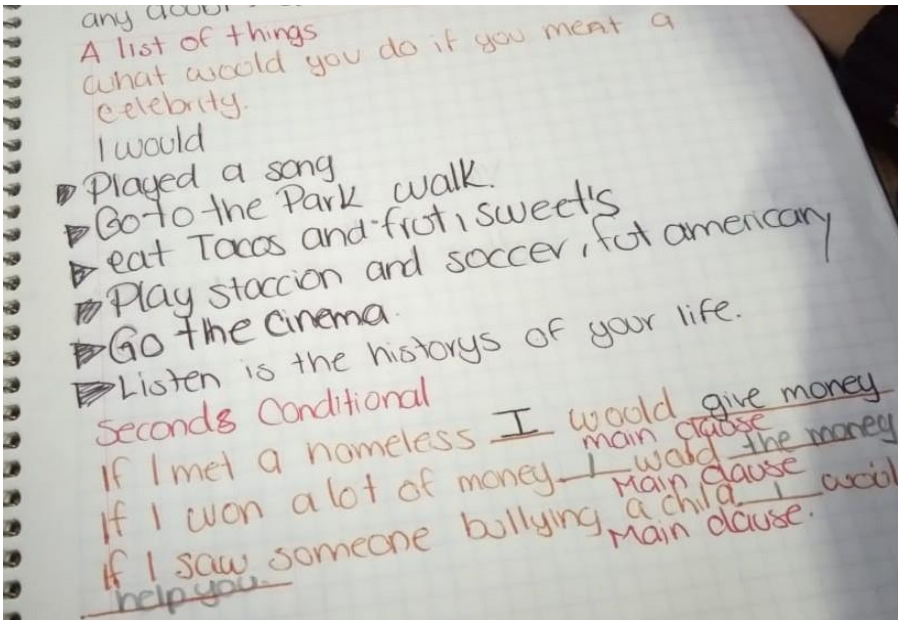
Assessment reflection



Reading activity



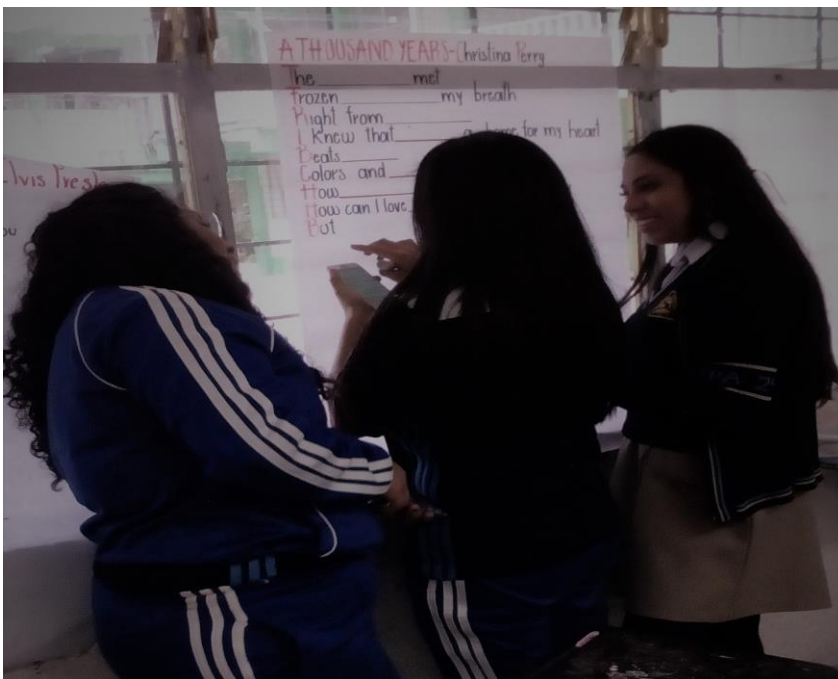
Zone of Proximal Development



Exercises of the project



Escuela Oficial Preparatoria no. 24



The technology in English class

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UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

DECLARATION

I MARIA XOCHITL ESPINOSA RUIZ declare that the following: "Developing Communication Skills In the classroom through the music" and video is entirely my own work and that it is written in my own words and not those copied directly from any source, except for those properly acknowledged.

Signature:



Maria Xochitl Espinosa Ruiz

Date: June 30th, 2019